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ABSTRACT

This is one of three volumes presenting the over-all results of a research effort investigating the effects upon student outcomes of training teachers to implement individual study and self-directed study in their classrooms. Sample tests are presented measuring the following variables: (1) social study achievement; (2) work study skills; (3) self concept; (4) student attitudes; (5) level of independence; (6) measurement processes (interviews, observation, and questionnaires); and (7) teacher variables. Procedures for scoring each test are included. (JD)

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Effective Teacher Education Program

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THE EFFECTS OF AN INDEPENDENT LEARNING SYSTEM ON STUDENT ACHIEVEMENT AND ATTITUDES

Volume III

Student and Teacher Measurement Instruments

Morris K. Lai
Charles Fisher
Earl Mortensen
Andrea Lash
Beatrice A. Ward
David C. Berliner

REPORT A76-7

Far West Laboratory for Educational Research and Development

1855 FOLSOM STREET • SAN FRANCISCO, CALIFORNIA 94103 •

SP 014412

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

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INTRODUCTION

This is one of three volumes presenting the procedures and results of the Independent Learning Study. Volume I describes the methods and results of the study. Volume II contains item statistics for student measures and correlation matrices of student variables. In this volume the instruments used to measure student and teacher variables are presented, along with procedures for scoring each instrument.

Morris Lai, Charles Fisher and Earl Mortensen were responsible for choosing the student cognitive and affective measures and for developing the student interviews and classroom observation.

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SOCIAL STUDIES ACHIEVEMENT TEST

Directions For Marking Your Answers

Each question following this page is followed by a set of answers. Only one of those answers is correct. Read each question carefully and then fill in the space between the parentheses with a heavy black pencil mark.

Now read the sample question below and notice how the answer has been marked.

SAMPLE

The planet we live on is called

(A) the sun.
(B) the moon.
(■) the earth.
(D) the United States.

The space beside "the earth" has been filled in because the planet we live on is called the earth.

Now try one question. Remember to make a dark mark.

SAMPLE

Find the missing number.

$8 + \square = 13$

(A) 4
(B) 5
(C) 21
(D) 7

You should have marked answer (B) like this (■).

When you are answering this type of question, fill in ONLY ONE space. If you change an answer, be sure to erase your first answer completely. Use a pencil, do not use a ballpoint pen.

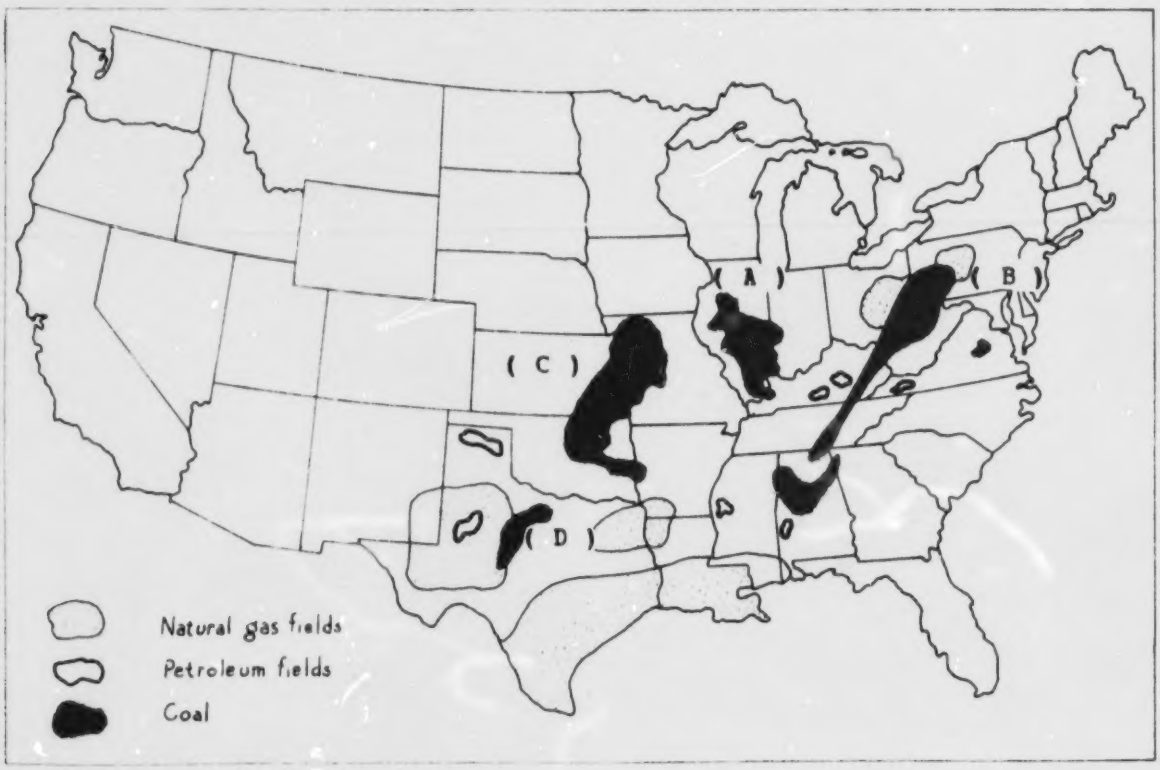
1. Alaskan Eskimos who are hunting would use which one of the following types of housing?

   (A) tents
   (B) igloos
   (C) grass huts
   (D) hogans

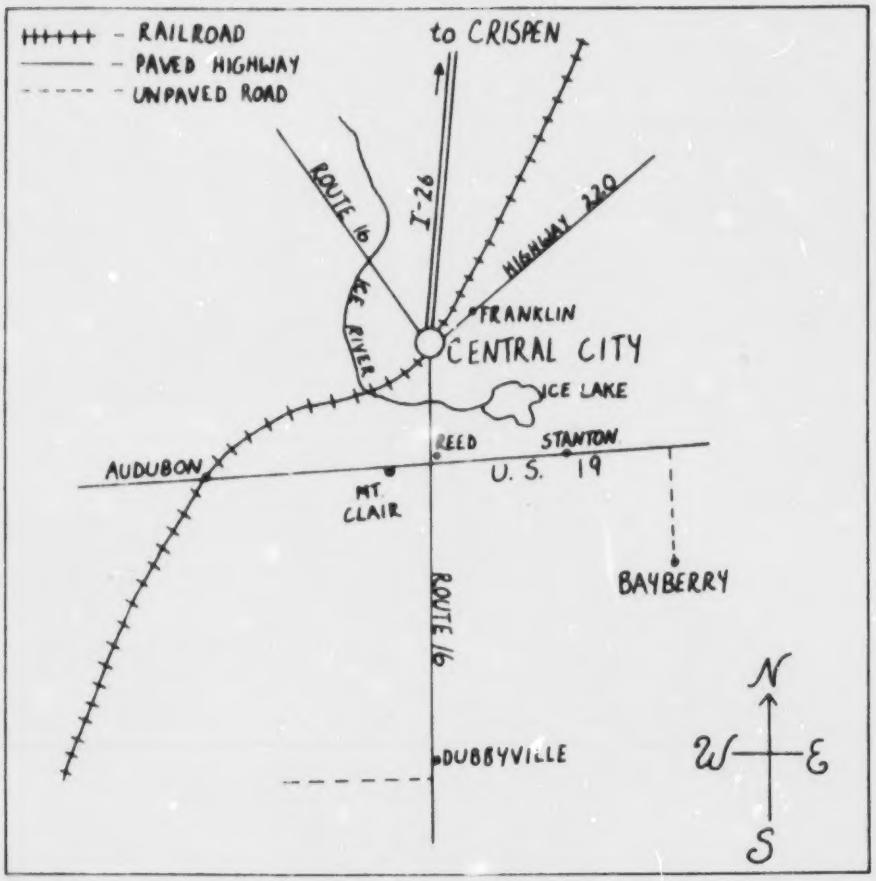
2. There would be less smog in Los Angeles if people

   (A) drove more cars.
   (B) used mass transit.
   (C) built more highways.
   (D) drove faster cars.

* 3. Darken the letter of the state with the largest area of natural gas fields. *



4. Look at the map below.



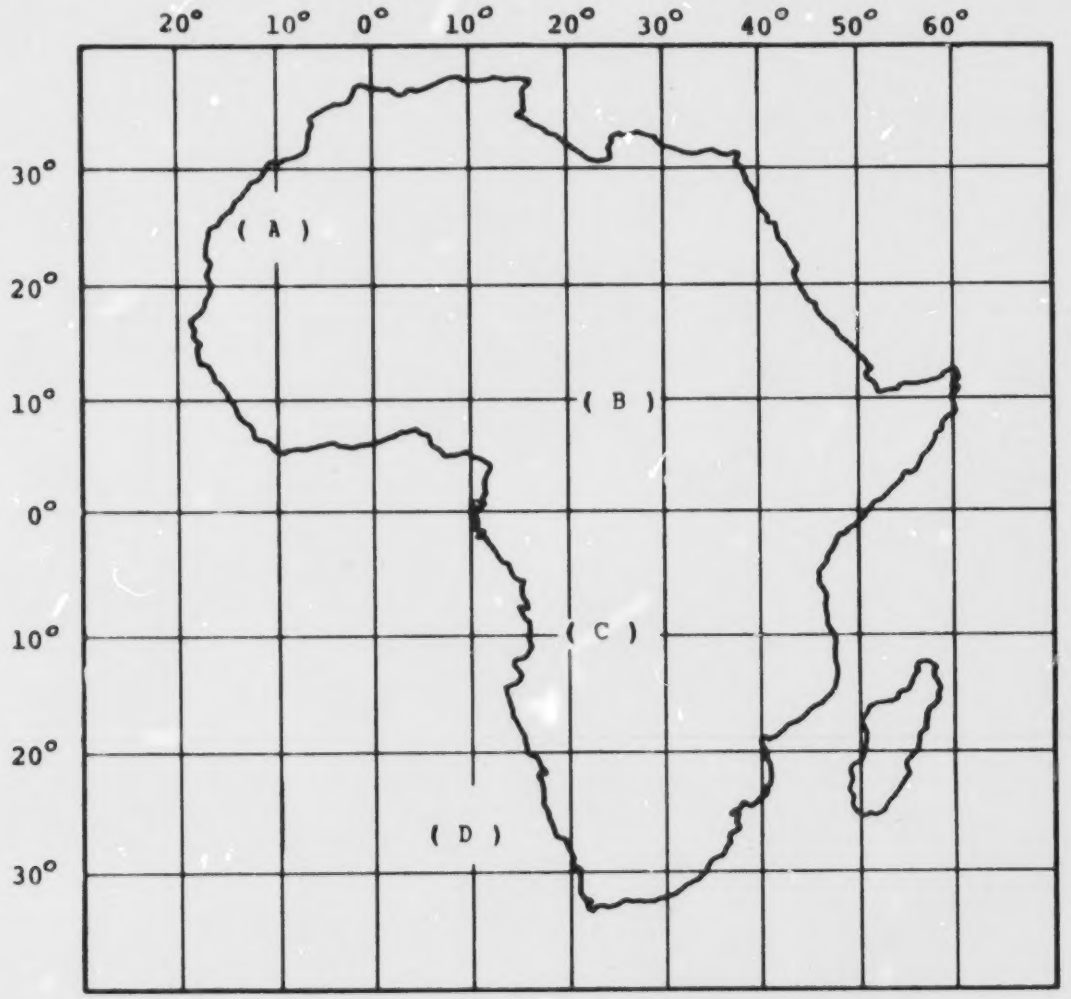
What form of transportation would you use to take the shortest route from Central City to Audubon?

(A) automobile
(B) boat
(C) bus
(D) railroad

5. The statements below tell you about both the supply of and the demand for fishing poles. Choose the statement that describes the situation where the fishing pole will have the highest price.

(A) ten fishing poles and twenty customers who want fishing poles
(B) ten fishing poles and ten customers who want fishing poles
(C) six fishing poles and two customers who want fishing poles
(D) six fishing poles and six customers who want fishing poles

6. Below is a map of Africa with latitude and longitude lines. Darken the space on the map located at 10 degrees north latitude and 25 degrees east longitude.



7. Some people do not want to give up driving their large cars as a way to save energy. They feel that smaller cars are not as comfortable as large cars. The best way of making people feel better about driving small cars would be to

(A) sell large car owners less fuel than small car owners.

(B) give people two years tc get rid of their large cars and after that fine large car owners.

(C) pass a law tc stop making large cars.

(D) convince people that saving fuel is more important than their comfort.

8. Which one of the following is an example of how the farmers and city dwellers of California serve each others needs.

(A) The city dwellers want to use farm land to build more homes on.
(B) The city dwellers want to use more of the water that goes to the farms.
(C) The farmers find a marketplace for their crops in the cities.
(D) The farmers find that their crops do not grow as well because of air pollution of the cities.

9. In what way did the invention of steam-powered railroads most directly cause countries to grow?

(A) by making transportation faster and more economical
(B) by making transportation more comfortable and enjoyable
(C) by bringing people and products to unsettled parts of the country
(D) by connecting the east and west coasts of the country

10. A boy, his father, and his grandfather all enjoy basketball and fishing. They all studied science in school. They all have dark, curly hair. They have each had a broken leg. Which one of the things they have in common is an inherited trait?

(A) enjoyment of basketball and fishing
(B) choosing to study science
(C) dark, curly hair
(D) a broken leg

11. Choose the statement that describes a problem concerning California's natural environment.

(A) There is not enough water in southern California for all of the people.
(B) California's soil is not rich enough to grow crops.
(C) There is too much rain in the summer, and not enough in the winter.
(D) There should be more highways.

12. Which one of the following is an example of how Hawaiians differ in culture from the rest of the people of the United States?

(A) Hawaiians have great feasts called luaus.
(B) Hawaiians enjoy dancing.
(C) Hawaiians like to swim in the ocean.
(D) Hawaiians like to eat fish.

13. What problem was faced by the English colonizers when they reached America?

(A) There were already too many people for the land to support.
(B) They needed a crop that could be raised easily.
(C) It rained too often.
(D) The prices at the stores were too high.

14. Which one of the following is a problem that affects the natural environment of California?

(A) Glaciers are eroding the land.
(B) There is a lack of water in northern California.
(C) The air is sometimes dangerous to breathe.
(D) There are too many forests and not enough suburbs.

15. Which part of the United States, of those listed, is the most densely populated.

(A) Alaska
(B) Indian reservations in the Southwest
(C) the Rocky Mountain States
(D) New York City

16. Which one of the following classroom rules was made to keep students from hurting each other?

(A) no pushing
(B) no talking
(C) no gum chewing
(D) no pencil chewing

17. The main reason desert countries do not have many farms is because they lack

(A) land.
(B) water.
(C) animals.
(D) people.

18. Which animal resource used by man is becoming extinct?

(A) cattle
(B) bees
(C) deer
(D) whales

19. What is NOT a major cause of urban ghettos?

(A) poverty
(B) overpopulation
(C) transportation
(D) unemployment

20. Black immigrants came from Africa to North America because they

(A) were captured to be used as slaves.
(B) thought they would have a better life.
(C) wanted to hunt for gold.
(D) wanted religious freedom.

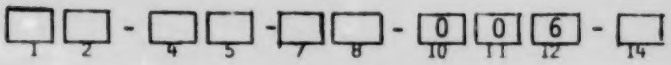
Scoring Key for

Social Studies Achievement Test

Item	Key	Item	Key
1	B	11	A
2	B	12	A
3	D	13	B
4	D	14	C
5	A	15	D
6	B	16	A
7	D	17	B
8	C	18	D
9	C	19	C
10	C	20	A

WORK STUDY SKILLS INSTRUMENT

School Class Pupil I L S P



WORK-STUDY SKILLS

KNOWLEDGE AND USE OF REFERENCE MATERIALS

Name_____

Teacher_____

School_____

Date_____

Marking the Test Exercises

To help you understand how to answer the test exercises, a practice test is given on this page. In each exercise, you are to decide which one of the four numbered words has most nearly the same meaning as the underlined work above them. The right answer has already been marked for each exercise. This was done by circling the correct answer.

Practice Test

1. Toss the ball.

   1) drop 2) hit (3) throw) 4) lift

2. Wear a cap.

   1) coat (2) hat) 3) glove 4) belt

3. Ride a pony

   1) cart 2) merry-go-round 3) large dog (4) small horse)

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Part I.

Below is the table of contents of a book called In Colonial Times. Use this table to answer the exercises below it.

Table of Contents

CHAPTER		PAGE
1	Colonial Clothing	6
2	Food and Drink of the Colonists	14
3	Colonial Schools	20
4	Doctors and Medicine in Colonial Times	29
5	Colonial Houses and Furniture	35
6	Work and Play for Colonial Children	44
7	Travel in Colonial Times	51
8	Workers in a Colonial Town	63

1. **Which chapter would tell about the reading and spelling books from which the colonial children learned?**
   1) 2
   2) 3
   3) 6
   4) 7

2. **In which chapter might you find a picture of a pung, a colonial sleigh pulled by two horses?**
   1) 5
   2) 6
   3) 7
   4) 8

3. **Which chapter would tell about the cobbler, who made shoes, and the pewterer, who made spoons, plates and mugs?**
   1) 1
   2) 2
   3) 5
   4) 8

4. **Which chapter would tell about the dolls which colonial girls made out of cornhusks?**
   1) 1
   2) 5
   3) 6
   4) 8

5. **Which chapter would probably describe a settle, a long wooden bench with a high back and high sides?**
   1) 2
   2) 4
   3) 5
   4) 8

6. **Chapter 4 would be most likely to have which of these as a major topic?**
   1) Healthful foods
   2) Causes of death in the Colonies
   3) Punishment for crimes
   4) Use of roots and herbs in curing illness

Go on to next page

Part II.

These questions are about finding information. Circle your answer on each question.

7. **Which do you find on a globe?**
   1) A list of hard words
   2) All of the oceans on earth
   3) A big map of your state
   4) Pictures of other lands

8. **Which of these might tell the number of TV sets in the United States?**
   1) *The World Almanac*
   2) A dictionary
   3) An atlas
   4) A telephone directory

9. **Which of these magazines contains the most complete news of the world?**
   1) *Reader's Digest*
   2) *Parents Magazine*
   3) *Time* magazine
   4) *Woman's Day*

10. **Which of these would you find in the index of a book?**
    1) The way to spell and say hard words
    2) A list of the things written about in the book
    3) A group of pictures and drawings
    4) A list of books by the same writer

11. **Which would tell you how to spell the plural of hippopotamus?**
    1) A spelling book
    2) A dictionary
    3) An encyclopedia
    4) *Information Please Almanac*

12. **Which would give the fullest account of how gold is mined and processed?**
    1) A dictionary
    2) An encyclopedia
    3) A science book
    4) A local banker

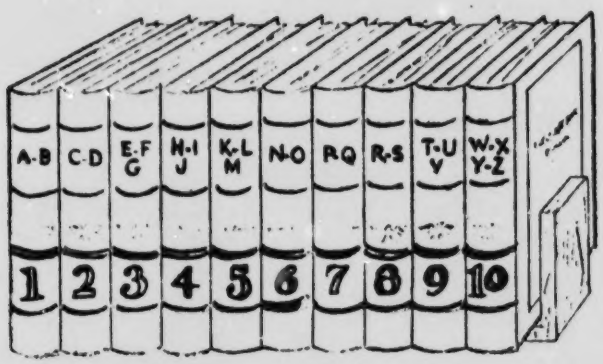
13. **In which of these would you find the best map of the state in which you live?**
    1) An atlas
    2) A telephone directory
    3) A book about the United States
    4) A globe

14. **Which book would most likely tell what vitamins and minerals people need?**
    1) *Miracle Metals*
    2) *Eating and Cooking Around the World*
    3) *Growing Citrus Fruit*
    4) *Understanding Food*

STOP when you finish this page.

Part III

Below is a picture of a set of volumes of an encyclopedia. Each volume contains information about topics which begin with the letters shown on the back. Use the picture to answer the exercises below.



15. **The playing court and equipment used in the game of badminton would be written about in which volume?**

1) Volume 1
2) Volume 2
3) Volume 3
4) Volume 7

16. **Which volume would help you find out through which states besides New Mexico and Colorado the Santa Fe Trail passed?**

1) Volume 2
2) Volume 6
3) Volume 8
4) Volume 9

17. **Which volume would you select to learn how to tie the bowline, the figure eight, and the cat's paw knot?**

1) Volume 1
2) Volume 2
3) Volume 3
4) Volume 5

18. **Which volume would tell you what inventions other than the lightning rod and bifocal eyeglasses Benjamin Franklin made?**

1) Volume 1
2) Volume 3
3) Volume 4
4) Volume 5

19. **If you wanted to read about the organization and New York headquarters of the United Nations, which volume would you choose *first*?**

1) Volume 4
2) Volume 6
3) Volume 9
4) Volume 10

20. **In which volume would you find what winter sports besides ice hockey and skiing are included in the Olympic games?**

1) Volume 4
2) Volume 6
3) Volume 8
4) Volume 10

Go on to next page

Part IV

In using an encyclopedia or an index, we look up a certain word, which may be called the key word. For each exercise below, you are to choose the best key word.

21. **Which key word should you use to find out where the biggest crops of oranges and grapefruit are picked?**
1) Citrus
2) Crops
3) Harvest
4) Grapefruit

22. **Under which heading should you look to read about the accomplishments of Deborah, the only woman ever to be a judge of Israel?**
1) Bible
2) Law
3) Women
4) Deborah

23. **If you wanted to find out what spices are used in frankfurters, salami, and other sausages, which key word should you use?**
1) Bologna
2) Salami
3) Sausage
4) Spice

24. **Which would you choose to read about the kind of clays and other materials used in making pottery, porcelain, and other ceramics?**
1) Clay
2) Ceramics
3) Pottery
4) Porcelain

STOP when you finish this page

Part V

Below is a part of the INDEX to a book called Conservation of Resources. The exercises on this page are based on this index. Read each exercise and look at the index to find the answer. Always decide for yourself what the right answer is before you look at the suggested answers. Otherwise, you will waste much time checking wrong answers.

Sometimes the answer to an exercise is not given in the index. If you cannot find the answer in the index, mark the fourth answer space, "Not in index."

Index

Air, pollution of, 5
Animals, *see* Wildlife

Canals, *see* Water, irrigation
Conservation, 3
Crops, contour plowing, 9; crop dusting, 12; crop rotation, 13

Dams, *see* Water

Firewatchers, *see* Forests, rangers
Fish, hatcheries, 23; water pollution killing of, 7. *See also* Wildlife
Forests, fires, 15; national parks, 17; rangers, 19

Shelter belts, 11
Soil, banks, 14; erosion, 8; erosion prevention, *see* Crops, contour plowing, and Shelter belts

Water, dams, 30; irrigation: canals, 31; sprinkler, 32; pollution of, 6; ponds, 29; rivers and streams, 28
Waterpower, *see* Water, dams
Wildlife, animals, 20; birds, 21; fish, 22; food for, 25; refuges, 26
Wind erosion, 10; prevention of, *see* Shelter belts

Young people's conservation clubs, 28

25. **Which page might tell about vacationing in the forests of a national park?**
1) 15 3) 19
2) 17 4) Not in index

26. **Which page tells how some farmers do not plant crops on their land but put it instead in a soil "bank"?**
1) 8 3) 14
2) 9 4) Not in index

27. **What page would tell how canals are used to irrigate crops?**
1) 3 3) 32
2) 31 4) Not in index

28. **What page would tell where fish are hatched, to be later used to restock rivers and lakes?**
1) 21 3) 23
2) 22 4) Not in index

29. **Which page would tell how a farmer rotates his crops by planting a field with wheat one year and clover the next?**
1) 9 3) 13
2) 12 4) Not in index

30 **What page would tell how animals find food in the wild?**
1) 20 3) 28
2) 25 4) Not in index

STOP

Scoring Key for

Work Study Skills Instrument

Item	Key	Item	Key
1	2	16	3
2	3	17	4
3	4	18	2
4	3	19	3
5	3	20	2
6	4	21	1
7	2	22	4
8	1	23	3
9	3	24	2
10	2	25	2
11	2	26	3
12	2	27	2
13	1	28	3
14	4	29	3
15	1	30	2

SELF-CONCEPT QUESTIONNAIRE

I-C-1

School Class Pupil I L S P

☐☐-☐☐-☐☐-0 0 3-☐

STUDENT QUESTIONNAIRE C

Name_____

Teacher_____

School_____

Date_____

This is a chance for you to look at yourself and decide what your strong points are and what your weak points are. This is not a test; we expect everyone to have different answers--so be sure your answers show how you think about yourself. Your answers are private; no one in school will see your answers.

I will read each item aloud and then you answer the question: Compared with other boys and girls my age, how do I rate now?

Example	Excel-lent	Very Good	Good	OK	Not so Good
Enjoying myself in school	_____	_____	_____	_____	_____

Look at the headings above the blanks and find the one which best represents your answer. Indicate your rating by placing an X on the appropriate line.

		Excel-lent	Very Good	Good	OK	Not so Good	
1.	Learning things rapidly	____	____	____	____	____	[21]
2.	Having new, original ideas	____	____	____	____	____	[22]
3.	Getting my school work done	____	____	____	____	____	[23]
4.	Remembering what I've learned	____	____	____	____	____	[24]
5.	Being willing to let others have their way sometimes	____	____	____	____	____	[25]
6.	Solving problems in ways others haven't tried	____	____	____	____	____	[26]
7.	Being a successful student	____	____	____	____	____	[27]
8.	Thinking up answers to problems--answers no one else has thought of	____	____	____	____	____	[28]
9.	Being able to concentrate	____	____	____	____	____	[29]
10.	Having brains for college	____	____	____	____	____	[30]
11.	Making other people feel at ease	____	____	____	____	____	[31]
12.	Learning about new things even when other people aren't interested--studying about things on my own	____	____	____	____	____	[32]

	Excel-lent	Very Good	Good	OK	Not so Good	
13. Being able to apply what I've learned	____	____	____	____	____	[33]
14. Seeing new ways of thinking about things and putting ideas together	____	____	____	____	____	[34]
15. Spending most of my time on my work; not goofing off	____	____	____	____	____	[35]
16. Having brains	____	____	____	____	____	[36]
17. Being sensitive to what others are feeling	____	____	____	____	____	[37]
18. Being able to see things in my mind easily when I want to	____	____	____	____	____	[38]
19. Being smart	____	____	____	____	____	[39]
20. Being interested in new things; excited about all there is to learn	____	____	____	____	____	[40]
21. Being well organized; having materials ready when needed	____	____	____	____	____	[41]
22. Knowing what to do to get the right answer to a problem	____	____	____	____	____	[42]
23. Being easy to get along with	____	____	____	____	____	[43]
24. Letting my imagination go when I want to	____	____	____	____	____	[44]

Scoring Key for

Self Concept Questionnaire

All items are scored as:

Excellent = 5

Very Good = 4

Good = 3

OK = 2

Not So Good = 1

STUDENT ATTITUDE QUESTIONNAIRE

School	Class	Pupil	I	L	S	P	I-D-1
☐☐-	☐☐-	☐☐	0	0	2	☐	
1 2	4 5	7 8	10	11	12	14	

STUDENT QUESTIONNAIRE B

Name_____

Teacher_____

School_____

Date_____

The purpose of this questionnaire is to find out how students feel about their school experiences. On the following pages there are a number of statements about school. As I read each statement aloud, you decide whether you strongly agree, agree, disagree, or strongly disagree with it. Mark your answer by circling the appropriate letter(s). Make only one circle for each item. Try this example.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I like to start work on new things.	SA	A	D	SD

There are no right or wrong answers. Your answers are private and no one in your school will see them. Please be sure to answer every question as honestly as you can.

		Strongly Agree	Agree	Disagree	Strongly Disagree	
1.	My teacher is interested in the things I do outside of school.	SA	A	D	SD	[21]
2.	I like to do my homework.	SA	A	D	SD	[22]
3.	Each morning I look forward to coming to school.	SA	A	D	SD	[23]
4.	When it comes to school work, I do what other kids tell me.	SA	A	D	SD	[24]
5.	I have trouble learning.	SA	A	D	SD	[25]
6.	I look forward to coming to social studies class.	SA	A	D	SD	[26]
7.	My teacher listens to what I have to say.	SA	A	D	SD	[27]
8.	When school work is hard, I give up.	SA	A	D	SD	[28]
9.	Everything I learn in school is dull.	SA	A	D	SD	[29]
10.	I find it hard to stay happy at school because I wish I could be somewhere else.	SA	A	D	SD	[30]
11.	The teacher often has to remind me about my assignments.	SA	A	D	SD	[31]
12.	I solve problems easily.	SA	A	D	SD	[32]
13.	Pupils say that social studies class is fun.	SA	A	D	SD	[33]
14.	My teacher does not care about me.	SA	A	D	SD	[34]

	Strongly Agree	Agree	Disagree	Strongly Disagree	
15. I do my school work without being told more than once.	SA	A	D	SD	[35]
16. I feel happy if I learn something new in school each day.	SA	A	D	SD	[36]
17. Most school days seem like they will never end.	SA	A	D	SD	[37]
18. I try to do my school work by myself.	SA	A	D	SD	[38]
19. Most kids are smarter than I am.	SA	A	D	SD	[39]
20. I feel that I get things done in social studies class.	SA	A	D	SD	[40]
21. My teacher doesn't understand me.	SA	A	D	SD	[41]
22. I often forget what the teacher tells us to do next.	SA	A	D	SD	[42]
23. Learning new things is really fun.	SA	A	D	SD	[43]
24. I don't like having to go to school.	SA	A	D	SD	[44]
25. I depend on other people most of the time.	SA	A	D	SD	[45]
26. I often know the answer before the rest of the class.	SA	A	D	SD	[46]
27. When I finish my social studies assignments, I feel that I've accomplished something.	SA	A	D	SD	[47]
28. My teacher tries to do things that the class enjoys.	SA	A	D	SD	[48]

		Strongly Agree	Agree	Disagree	Strongly Disagree	
29.	I get my work done on time.	SA	A	D	SD	[49]
30.	When my school work is hard, I don't feel like doing it.	SA	A	D	SD	[50]
31.	I wish I didn't have to go to school.	SA	A	D	SD	[51]
32.	I stand up for my rights even when others don't.	SA	A	D	SD	[52]
33.	If I could choose what I wanted to do, social studies is the last thing I would pick.	SA	A	D	SD	[53]
34.	My teacher is not very friendly with the children.	SA	A	D	SD	[54]
35.	I often give up because I don't understand something.	SA	A	D	SD	[55]
36.	I do a lot of reading outside of school.	SA	A	D	SD	[56]
37.	I feel good when I'm at school because it's fun.	SA	A	D	SD	[57]
38.	Other students decide what I am to do in a class project.	SA	A	D	SD	[58]
39.	I get good grades easily.	SA	A	D	SD	[59]
40.	Even when social studies work is hard, I like to try it.	SA	A	D	SD	[60]
41.	My teacher likes some children better than others.	SA	A	D	SD	[61]
42.	The biggest reason for coming to school is to learn.	SA	A	D	SD	[62]

		Strongly Agree	Agree	Disagree	Strongly Disagree	
43.	I do not like to stay home from school.	SA	A	D	SD	[63]
44.	I find it easy to get along with my classmates	SA	A	D	SD	[64]
45.	I would like to spend more time in social studies class.	SA	A	D	SD	[65]
46.	I like my teacher because he/she is understanding when things go wrong.	SA	A	D	SD	[66]
47.	I don't care how well I do on my school work.	SA	A	D	SD	[67]
48.	I like school because there are so many interesting things to do.	SA	A	D	SD	[68]
49.	I enjoy doing school work by myself.	SA	A	D	SD	[69]
50.	I like the kids in this class very much.	SA	A	D	SD	[70]
51.	In social studies class, time seems to pass very quickly.	SA	A	D	SD	[21]
52.	If I had a problem outside of school, I could go to my teacher for help.	SA	A	D	SD	[22]
53.	I find it hard to remember things.	SA	A	D	SD	[23]
54.	I would rather do almost anything else than study.	SA	A	D	SD	[24]
55.	It would be nice if I never had to come back to school again after today.	SA	A	D	SD	[25]
56.	I am an important person to my classmates.	SA	A	D	SD	[26]

		Strongly Agree	Agree	Disagree	Strongly Disagree	
57.	Pupils work hard in social studies class, but it's worth it.	SA	A	D	SD	[27]
58.	My teacher cares about the feelings of the pupils in his/her class.	SA	A	D	SD	[28]
59.	I do not do well on tests.	SA	A	D	SD	[29]
60.	I'm very happy when I'm at school.	SA	A	D	SD	[30]
61.	My classmates like me.	SA	A	D	SD	[31]
62.	When I complete social studies work correctly, I really feel good.	SA	A	D	SD	[32]
63.	My teacher doesn't care what happens to me outside of school.	SA	A	D	SD	[33]
64.	I find it hard to talk to classmates.	SA	A	D	SD	[34]
65.	School is exciting.	SA	A	D	SD	[35]
66.	I feel good about my school work.	SA	A	D	SD	[36]
67.	I feel left out of things in class.	SA	A	D	SD	[37]
68.	I don't like school because it's too much work.	SA	A	D	SD	[38]
69.	Often I don't understand what is going on in class.	SA	A	D	SD	[39]

Scoring Key for

Student Attitude Questionnaire

The items in each subscale are presented below. Items marked with an asterisk are scored:

strongly agree - 1
agree - 2
disagree - 3
strongly disagree - 4

For all other items,

strongly agree - 4
agree - 3
disagree - 2
strongly disagree - 1

Attitude Toward Teacher	Attitude Toward Schooling	Attitude Toward Learning	Attitude Toward Social Studies	Independence	Self-Concept
1	3	2	6	4*	5*
7	10*	9*	13	11*	8*
14*	17*	16	20	18	12
21*	24*	23	27	25*	15
28	31*	30*	33*	32	19*
34*	37	36	40	38*	22*
41*	43	42	45	49	26
46	48	47*	51		29
52	55*	54*	57		35*
58	60		62		39
63*	65				44
	68*				50
					53*
					56
					59*
					61
					64*
					66
					67*
					69*

LEVEL OF INDEPENDENCE INTERVIEW

BACKGROUND AND LEVEL OF INDEPENDENCE:
Directions for Interviewer

1. Fill in data on date, school, teacher, and grade (if known) and teacher ID number.

2. Obtain other background data by interviewing student.

   a. "Hi. What's your name?" Find name on class list and record name and student ID number.
   b. "How old are you?"
   c. "When's your birthday?" (Be sure to get month and day)
   d. "How many years have you gone to this school?" (If this is their first year in that school, indicate 0 in Fall and 1 in May.) Count kindergarten.
   e. "Can you speak a language besides English?"

3. Say: "Today I'd like to talk to you about independent study projects. Do you know what an independent study project is?"

   (If answer is "no" or "yes" with an explanation, go to #5)
   (If answer is "yes" with no explanation, go to #4)

4. "Well, tell me what you think it is."

5. "I see. Well, let me try to explain what I mean by independent study project. If you were going to do an independent study project you would choose a subject that interests you and work out a way of finding out something about the subject. The teacher may help you in planning a project, but you'd do most of the work. So you'd be doing a project mostly by yourself."

6. "Do you get the idea?"

   (If answer is "no," go back to #5 and repeat but starting with "Well, let me try to explain again what I mean by ..."

   "Have you ever done a project like this for school?" Yes No

   (If yes, say:)

   "About how many did you do last year?" _____

7. "Now I'm going to give you a subject and I'd like you to tell me what you would do to carry out a project on this subject. Suppose you wanted to find out what life was like in California about 50 years ago.

   You might have to do different types of things from the time you started the project to when you finished it. Tell me what steps you would go through from the beginning of the project to the end?"

   (If student mentions any resources, list under "initial resources" in Section B of the interview schedule).

Make a check mark (A1) if the student covers (1) information gathering (e.g., "I would go to the library."), (2) organizing (e.g., "I would take notes on what I read and use them to help write a report."), or (3) showing what was learned (e.g., "I would make a model village" or "I would write a report.")

a. If information gathering is not covered, ask "How would you start the project?" Make a check mark if covered (A2).

b. If organizing is not covered, ask "What would you do after you got some information?" Make a check mark if covered (A2).

c. If showing what was learned is not covered, ask "How would you show your teacher or the class what you learned?" Make a check mark if covered (A2).

8. a. If resources have been mentioned under "information gathering," say "you've mentioned _____, _____, and _____. What else could you use to get information and do the project?" Record responses (after probe).

b. If some resources have not been mentioned under "A. - Steps," say "What could you use to get information and do the project?" Record responses (B1). After student has mentioned one or more resources, say "Can you think of anything else to use to get information?" Record these responses (B2).

9. Ask "How long do you think it would take you to do this project?"

Mark student's response (C1).

If an estimate has been made, say: "Why do you think it would take about (time estimated) ?" Score response (C2). A deadline is justified if it is based on prior experience or relates two or more steps of the project (e.g., "It took me that long on another project," or "I'll need a week to get the information and a week to write it up.")

10. "If you were going to do your own independent study project, what would you like to study." Score the response "general" if there are no qualifiers (e.g., "Cats" or "math"), and specific if there is at least one qualifier (e.g., "how cars run," or "large-mouth bass."

If the initial response is general, say "_____ is a somewhat general topic. Is there something particular or specific about _____ that you would like to study?" If the student has narrowed the scope from the initial response (e.g., "Animals" followed by "dogs" in response to probe) then check "specific" under "response to probe." Notice that "dogs" would be marked "general" if an initial response.

11. Thank the student and send for the next.

School Class Pupil I L S P

[ ][ ] - [ ][ ] - [ ][ ] - [0][0][8] - [ ]
1 2 4 5 7 8 10 11 12 14

BACKGROUND AND LEVEL OF INDEPENDENCE

Interviewer [ ][ ] (21 22)

Date ____ / ____ / ____
month day year
24-25 27-28 30-31

School _____

Teacher _____

Name _____

[33] Sex 1F 2M

[35-36] Birthday 1 J 2 F 3 Mr 4 Ap 5 My 6 Jn 7 Jy 8 Ag 9 S 10 O 11 N 12 D

[38-39] Date _____

[41-42] Age _____

[44] Grade 4 5 6

[46] Years at this school 0 1 2 3 4 5 6 7

[48] Language besides English? _____

[50-51] Number of projects last year _____

[ ] Level A [53]

A. Steps

1. Initial	Information ____		2. After Probe	Information ____	
	Organizing ____			Organizing ____	
	Show Learning ____			Show Learning ____	

[ ] Level B [55]

B. Resources

1. Initial	_____	2. After Probe	_____
	_____		_____
	_____		_____

_____ # Resources [57]

C. Deadline

[ ] Level C [59]

1. How long? Don't know vague estimate made

2. Why (time est.) Don't know vague partly justified justified

[ ] Level D [61]

D. Topic (own project)

1. Initial: Don't know general specific

2. After probe: Don't know general specific

[63] [ ][ ] Total [65] [ ] Group

Scoring the Levels of Independence

Rules for the initial recording of student responses are described in the directions for interviewers. Based on these categorizations, numerical scores are assigned as follows (basically a 1 (guided study), 2 (cooperative planning), 3 (individual pursuit) scale): Let (X, Y) represent the number of check marks in A_1 (X) and A_2 (Y). (3,0) or (2,1) receives a score of 3. (2,0), (1,1), (1,2) or (0,3) receives a score of 2. (1,0), (0,1), (0,0) or (0,2) receives a score of 1. E.g., if the student covers "getting information" in A1 and "organizing" and "demonstrating learning" in A2, then the situation is (1,2) and his/her score is 2.

Using similar notation for part B, (≥ 2, X) is assigned a score of 3, (1, ≥ 1) receives a 2 and (1,0), (0,1) or (0,0) receive a score of 1, where the numbers represent categories of resources, X means any number. $\geq$ stands for greater than or equal. E.g., if the student has mentioned library books in B1 and the museum in B2, the situation is (1,1) and then the score is 2.

Deadlines

A score of 3 is assigned if "Estimate made" and "deadline justified" are checked. A score of 2 is assigned if "Estimate made" and "partially justified" are checked. All others receive a 1.

Topic

Let X = response to initial question, Y = response to probe and (X,Y) the sequence of responses. Then (Specific, ___), is scored 3; (general,

specific) or (don't know, specific) is scored 2; and (Don't know, don't know), (general, don't know), or (general, general) is scored 1.

The overall score is the sum of the four scores.

PRODUCT EVALUATION

For a discussion of the product evaluation procedures, please refer to Volume I, Chapter 4.

NINE POINT RATING SCALE FORM

GLOBAL QUALITY

I- F-1

Product # _____ 1 2 3 4 5 6 7 8 9 Judge _____

GLOBAL QUALITY

Product # _____ 1 2 3 4 5 6 7 8 9 Judge _____

GLOBAL QUALITY

Product # _____ 1 2 3 4 5 6 7 8 9 Judge _____

GLOBAL QUALITY

Product # _____ 1 2 3 4 5 6 7 8 9 Judge _____

GLOBAL QUALITY

Product # _____ 1 2 3 4 5 6 7 8 9 Judge _____

MODIFIED PAIR COMPARISON FORM

GLOBAL QUALITY

---

1 2 3 4 5

Product # _____ ☐ ☐ ☐ ☐ ☐ Judge _____

Standard Products

1 2 3 4 5

Product # _____ ☐ ☐ ☐ ☐ ☐ Judge _____

Standard Products

1 2 3 4 5

Product # _____ ☐ ☐ ☐ ☐ ☐ Judge _____

Standard Products

1 2 3 4 5

Product # _____ ☐ ☐ ☐ ☐ ☐ Judge _____

SHORT TEST OF EDUCATIONAL ABILITY

SRA

STEA

Short Test of Educational Ability

Levels 3-4

Reorder No. 7-1454

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Short Test of Educational Ability
Levels 3 and 4

These tests will measure how well you can work certain kinds of problems. Try to answer every question. There should be enough time for you to work all of them.

To answer a question, make an X in the box containing the letter of the correct response. If you wish to change an answer, draw a circle around the box you have already marked, like this [X], and then mark the correct answer. Do NOT erase.

Level 3 contains the Verbal Meaning and the Arithmetic Reasoning Tests. Level 4 contains only part of the Verbal Meaning Test, the entire Arithmetic Reasoning Test, and the Number Series Test. Look at the words at the bottom of each page of your test booklet; they will tell you whether to stop or go on.

Verbal Meaning Test Directions

This is a test to see how well you know words. You will have to choose the word that most nearly means the same as the first word in the row.

EXAMPLE: BIG

[A] fair [C] down
[X] large [D] sour

Large, answer B, means the same as BIG. Note how it has been marked.

Verbal Meaning Test

Level 3 begins here.

1. SELECT	[A] quit	[C] paint
	[B] choose	[D] hit
2. ENTIRE	[A] happy	[C] whole
	[B] early	[D] new
3. LOCATION	[A] dress	[C] hatchet
	[B] flower	[D] place
4. PROPER	[A] right	[C] blind
	[B] alive	[D] false
5. SAVAGE	[A] wild	[C] cool
	[B] great	[D] thick
6. RELIEF	[A] cabinet	[C] handle
	[B] help	[D] farm
7. INCREASE	[A] serve	[C] hurt
	[B] stir	[D] grow
8. INDICATE	[A] show	[C] erase
	[B] spread	[D] sew
9. PACE	[A] barrel	[C] name
	[B] step	[D] poison
10. ORIGINAL	[A] good	[C] sorry
	[B] first	[D] wooden

Level 3 GO ON.

Level 4 begins here.

11. REMEDY	[A] passenger	[C] medicine
	[B] delivery	[D] music
12. ABBREVIATE	[A] write	[C] shorten
	[B] spell	[D] omit
13. HUMBLE	[A] hungry	[C] modest
	[B] crippled	[D] ugly
14. COURTEOUS	[A] regal	[C] lawful
	[B] polite	[D] obedient
15. NARRATE	[A] hate	[C] thank
	[B] decorate	[D] tell
16. PERIL	[A] danger	[C] table
	[B] dinner	[D] fountain
17. ELEMENTARY	[A] basic	[C] required
	[B] seasonal	[D] cloudy
18. PERISH	[A] rescue	[C] die
	[B] sin	[D] thirst
19. PROHIBIT	[A] print	[C] start
	[B] stop	[D] patch

GO ON TO THE NEXT PAGE.

Verbal Meaning Test *(continued)*

20.	MOLEST	[A] harm	[C] help
		[B] ride	[D] climb
21.	BRAVE	[A] masculine	[C] strong
		[B] bold	[D] military
22.	CEREMONIAL	[A] formal	[C] native
		[B] artificial	[D] unchanging
23.	DISTRESS	[A] wife	[C] misery
		[B] emphasis	[D] distance
24.	SCHEME	[A] stage	[C] publish
		[B] plot	[D] lie
25.	ADDITIONAL	[A] complete	[C] numerical
		[B] extra	[D] arithmetic
26.	ERROR	[A] answer	[C] shot
		[B] horror	[D] blunder
27.	ERA	[A] antiquity	[C] history
		[B] bronze	[D] period
28.	SOLITARY	[A] young	[C] lone
		[B] loose	[D] dark
29.	MEDDLE	[A] interfere	[C] copper
		[B] award	[D] gossip
30.	CONVENIENT	[A] assembled	[C] religious
		[B] mobile	[D] handy
31.	HOSTILE	[A] native	[C] competitive
		[B] unfriendly	[D] shooting
32.	SOLEMN	[A] tearful	[C] serious
		[B] painful	[D] unyielding
33.	UTMOST	[A] almost	[C] powerful
		[B] extreme	[D] choice
34.	VERDICT	[A] judgment	[C] guilt
		[B] trial	[D] jury
35.	CEASE	[A] prohibit	[C] forget
		[B] postpone	[D] stop
36.	MISERABLE	[A] dangerous	[C] lonely
		[B] rainy	[D] wretched
37.	PELT	[A] seal	[C] scarf
		[B] animal	[D] hide
38.	REGULATE	[A] heat	[C] obey
		[B] imprison	[D] control
39.	TUTOR	[A] instruct	[C] read
		[B] examine	[D] learn
40.	MINGLE	[A] overcrowd	[C] mix
		[B] upset	[D] pour

Scoring Key for

Short Test of Educational Ability
Verbal Meaning

Item	Key	Item	Key
1	B	21	B
2	C	22	A
3	D	23	C
4	A	24	B
5	A	25	B
6	B	26	D
7	D	27	D
8	A	28	C
9	B	29	A
10	B	30	D
11	C	31	B
12	C	32	C
13	C	33	B
14	B	34	A
15	D	35	D
16	A	36	D
17	A	37	D
18	C	38	D
19	B	39	A
20	A	40	C

STUDENT INTERVIEW

STUDENT INTERVIEW

1. (Record observer code, school and class numbers)
2. WOULD YOU TELL ME YOUR NAME PLEASE? (Record)
3. AND WHAT GRADE ARE YOU IN? (Record)
4. (Record the date)
5. (Record the time)
6. MY NAME IS _____ _____. I'M STUDYING HOW STUDENTS GO ABOUT LEARNING SOCIAL STUDIES IN SCHOOL AND I WOULD LIKE TO ASK YOU AND SOME OF YOUR CLASSMATES A FEW QUESTIONS ABOUT YOUR SOCIAL STUDIES CLASS. DO YOU KNOW WHAT I MEAN BY THE TERM SOCIAL STUDIES OR SOCIAL SCIENCE? (If no response after three or four seconds continue). CAN YOU GIVE AN EXAMPLE OF WHAT MIGHT BE STUDIED IN SOCIAL STUDIES OR SOCIAL SCIENCE CLASS? (Record yes if student mentions an aspect of history, geography, ecology, study of other cultures, government, economics, sociology, psychology, anthropology. Otherwise record no. In any case give the following definition of social studies). THE TERM SOCIAL STUDIES OR SOCIAL SCIENCE REFERS TO THE STUDY OF MAN'S RELATIONSHIPS TO HIS HUMAN AND PHYSICAL ENVIRONMENT. IT USUALLY INVOLVES THE STUDY OF PEOPLE AND THEIR CULTURES. FOR EXAMPLE, LEARNING ABOUT THE PEOPLE OF THE UNITED STATES, OR MEXICO, OR JAPAN AND THEIR COUNTRIES WOULD BE CONSIDERED A PART OF SOCIAL STUDIES. HAVE YOU STUDIED SOMETHING LIKE THAT IN SCHOOL? (Probe until you get something in the area of social studies).
7. IS THERE A SPECIAL TIME DURING THE SCHOOL DAY WHEN YOU WORK ON SOMETHING IN THE AREA OF SOCIAL SCIENCE OR SOCIAL STUDIES? (Record)
8. WHAT ARE YOU LEARNING ABOUT IN SOCIAL STUDIES CLASS RIGHT NOW? (Record general category. Probe once then write in specific topic.)

9. IN STUDYING ABOUT (specific topic) WHAT IS IT THAT YOU ARE TRYING TO FIND OUT? (Probe up to two times to see if student can give learning objective. Can the student state what it is that he will be able to do when the learning experience is over. Evidence of this may have occurred earlier in the sequence. Record)
10. HAVE YOU AND YOUR TEACHER EVER GOTTEN TOGETHER AND TALKED ABOUT HIS WORK? (If yes, probe to be sure student discussed problem with teacher on a 1-1 basis. Record)
11. WHEN YOU HAVE BEEN WORKING ON (repeat general topic), WHAT RESOURCES OR MATERIALS HAVE YOU USED? (Record, probe once, check all categories mentioned and list others.")
12. DID YOU CHOOSE TO STUDY ABOUT (repeat topic)? HOW DID YOU ARRIVE AT (topic area) AS AN AREA TO STUDY? (Record)
13. IS THERE A SET TIME WHEN YOU ARE SUPPOSED TO FINISH THIS WORK (Record. If yes, ask when. Record)
14. HOW WILL YOU SHOW WHAT YOU HAVE LEARNED ABOUT (repeat learning objective on general topic?) (Probe to see if student is working on a concrete product. Record)
15. (Thank student and record time interview ended.)

STUDENT INTERVIEW

Coding Instructions

The following paragraphs provide definitions and ground rules for the coding of the ILS Interview Form.

1. The two digit school code is placed in the box marked "school" at the top right of the Interview Form. Similarly the identification number of the class to which the subject belongs is placed in the appropriate box. Each interviewer will have a two digit code number and this number is recorded on the Interview Form in the box provided.
2. The student's name is printed on the Form. Be sure that the spelling is correct and that both first and last names are spelled out. Subsequently the student identification number will be recorded at the top of the form.
3. The students' grade level is recorded by circling either a "4," "5" or "6." If the student is in an ungraded classroom or gives a response other than 4, 5 or 6, the interviewer will circle 7.
4. The date is recorded in the boxes provided. The complete date is to be coded (month, day, and year).
5. The time at this point in the interview is recorded in hours and minutes in the boxes provided.
6. In item six, the interviewer records whether or not the student comprehends the term social studies or social science. If the student responds yes to the first question and can given an example of a topic in social studies/ science, then the interviewer circles "1" (yes). Otherwise the interviewer circles "0" (no). In any case the interviewer then repeats the definition to the student.
7. If the student can state a class time when social studies/science is taught, circle "1" (yes) if not circle "0" (no).

8. The objective in this item is to identify the social studies/science topic being studied by the student currently. If the student response is limited to one word or a phrase (e.g., Mexico, engines, horses) then record the word or phrase as a general topic. Use one probe to elicit a more specific statement of the topic. Record the specific topic in terms of the modifications used (e.g., the climate of Mexico, steam engines, the life cycle of a horse and how horses have helped man). The specific topic will be used in the statement of subsequent questions during the interview. If the student states only a general topic then use this general topic in subsequent questions.
9. The objective of this item is to record whether or not the student can state a current learning objective. Sometimes this will be obvious from the student's statement of a specific topic. A "1" (yes) is recorded when the student states what is to be learned. (Example: to state the major source of income for each South American country; to list six duties of the President of the United States; to identify the geographical features of California.)
10. If the student reports having discussed the objective on a one to one basis with the teacher, circle "1," otherwise circle "0."
11. Circle as many numbers corresponding to categories of materials as the student mentions. List the particular resources when 9 (other) is circled. The categories of materials are: (1) standard references (dictionaries, atlases, encyclopedias, etc.); (2) printed (bound) (includes all textbooks, workbooks and all other soft and hard cover books); (3) printed (unbound) (includes all other printed materials, pamphlets, magazines, newspapers, ditto sheets, etc.); (4) audio visual items

(slides, films, records, radio, television, tape recorders, etc.); (5) construction materials (includes handtools, posterboard, plasticene, etc. used in constructing objects in the classroom); (6) home made materials (includes any home made object used during instruction); (7) natural objects (includes all rocks, animals, plants and other specimens which occur in nature); (8) people (includes parents, teacher, interviews with specialists, e.g., doctors); (9) others (includes anything which cannot be categorized in the first eight categories).

12. If the student has had no choice in the selection of the learning objective (or topic) circle "1"; if the student chooses from alternatives presented by the teacher, circle "2"; if the student suggested the objective (or topic) circle "3."
13. Circle "1" if the student can state a deadline (record the deadline) otherwise circle "0."
14. Circle "1" if the student is working on an end product (report, class presentation, model, etc.), other circle "0."
15. Complete the interview by thanking the student and recording the time (in hours and minutes).

STUDENT INTERVIEW RECORDING FORM

III-A-6

School		Class		Pupil		ILS		
						2	0	2
1	2	4	5	7	8	10	11	12

1. Interviewer [ ][ ] [21-22]

2. Name _____

3. Grade 4 5 6 7(other) [23]

4. Month [ ][ ] Day [ ][ ] Year [7][ ] [24-29]

5. Time started [ ][ ][ ][ ] [30-33]

6. Social studies definition 0 1 [34]

7. Social studies class time 0 1 [35]

8. Topic classification. General _____ [36-37]

Specific _____

9. Learning objective 0 1 [38]

10. Discuss topic with teacher (1-1) 0 1 [39]

11. Resources: [40-50]

1. Standard ref.
2. Printed (Bound)
3. Printed (Unbound)
4. A/V items
5. Const. mat.
6. Home made mat.
7. Natural objects
8. People
9. Others

_____

_____

12. Student influence on topic 1 2 3 [51]

13. Deadline _____ 0 1 [52]

14. End product _____ 0 1 [53]

15. Time finished [ ][ ][ ][ ] [54-57]

CLASSROOM OBVERVATION

Classroom Observation

The following paragraphs describe the items to be coded on the ILS Observation Form.

(1) The name of the teacher whose class is being observed is to be printed on the line provided. The identification number for the class and for the school are coded in the boxes provided.

(2) The date is recorded by noting the month, day and year on which the observation takes place.

(3) The observer records his identification number in the place provided.

(4) The starting time and finishing time for the observation period are recorded in hours and minutes. The elapsed time is recorded in minutes.

(5) The total number of students in the classroom during the observation period is recorded in the box provided.

(6) The number of adults engaging in an instructional task with one or more of the students in class during the observation period is recorded.

(7) A rating reflecting the amount of student work present (SWP) in the classroom is to be made on a five point scale. The scale points are defined as follows:

1. No student products present
2. Two examples of student work present
3. Four examples of student work present
4. Six examples of student work present
5. Eight or more examples of student work present.

(8) The physical arrangement (PA) of the classroom is rated on the following five point scale:

1. Furniture in audience form (1 focal point)
2. Seventy-five percent of the furniture in audience form (2 focal points)
3. Fifty percent of the furniture in audience form (two or more focal points)

4. Face to face groups or other orderly pattern (three or more focal points)
5. Furniture has no apparent pattern.

(9) (10) (11) Three high influence ratings on the perception of the teacher class interactions are to be recorded.

The influence of students (SI) in determining the nature and direction of learning will be coded. Low ratings on this scale correspond to situations where students carry out tasks presented by the teacher with materials specified by the teacher. High rating corresponds to situations when students pursue tasks of their own devising. Situations where students choose from alternatives presented by the teacher represent the middle ground on this scale.

Task Orientation (TO) of the classroom group will be rated. Low ratings are associated with evasive, disorganized behaviors or where the lesson is easily subverted or slow to get going. High ratings correspond to classes that are businesslike with very little "off task" behavior.

Group interaction will be rated on warmth (W). Low ratings correspond to situations with a high frequency of disapproval, criticism, and sacrasm while high ratings reflect a high frequency of approval behaviors and acceptance of the ideas of others.

(12) Notes. Space is provided for open ended comments on the conditions existing during the observation period. Of special interest are events which might have radically affected the behaviors of teachers and students (e.g., fire drill, unexpected visitors, etc.).

(13) The number of activity groups (NAG) operating in the classroom is recorded. All students engaged in the same activity constitute an activity group.

(14) Movement (M) is recorded by noting the number of persons who are walking at a given point in time. The observer counts those persons who are "in transit" and circles the number on the form (for 9 or more circle 9).

(15) The classroom noise level (N) is rated on a five point scale.

1. One person speaking at a time, otherwise quiet room.
2. Two or three persons speaking at the same time, otherwise quiet room.
3. General hum of activity, or several persons talking at the same time.
4. Noise moderately distracting, some shouting, it would be difficult to get a particular student's attention.
5. A lot of shouting, very distracting.

(16) The number of students engaged directly by the teacher is recorded. If the teacher is not engaged with any student, then record "0." Record the number of students who are intended to receive a particular teacher communication.

(17) Teacher activity is coded in one of six categories.

1. Other--any teacher activity not categorizable in the other five categories.

   (Note--categories are listed in the order in which they appear on the ILS Observation Form. It is convenient to have similar categories for teachers and students numbered the same way. For example, the category "other" is numbered "1" in both activity lists.)

2. Consultation (1-1)--One to one consultation or discussion with a student.

3. Discussion/lecture--any verbal interaction with students which is not one to one consulting.

4. Working alone--teacher time spent on tasks which do not involve any students directly (marking papers, preparing materials, etc.).

5. Monitoring students--overseeing student activity, being available but not engaged with any student. Listening to student presentations.

6. Materials/directions--distributing materials or giving directions to students.

(18) The materials being used by the teacher are coded by circling a maximum of five of the following categories: (1) standard references (dictionaries, atlases, encyclopedias, etc.); (2) printed (bound) (includes all textbooks, workbooks and all other soft and hard cover books); (3) printed (unbound) (includes all other printed material, pamphlets, magazines, newspapers, ditto sheets, etc.); (4) audio visual items (slides, films, records, radio, television, tape recorders, etc.); (5) construction materials (includes handtools, posterboard, plasticene, etc., used in constructing objects in the classroom); (6) home made materials (includes any home made object used during instruction); (7) natural objects (includes all rocks, animals, plants and other speciments which occur in nature); (8) others (includes anything which cannot be categorized in the first seven categories).

(19) The three target student names are to be printed on the appropriate lines. For identification of the students, two characteristics of each student should be noted immediately under each student's name. This information can be obtained from the teacher. The identification numbers of the students are to be filled in immediately below the names and identification characteristics.

(20) Student activities are coded by circling a number corresponding to one of the following categories:

(0) Non task related activity--This category represents student behaviors which apparently do not relate to the task at hand. For example, this category would be used if the student was engaged in a discussion which was not directly relevant to social studies objectives, was disrupting other students work, or was simply goofing off.

This category, in contrast to the others, requires considerable judgment on the part of the observer. The key is to judge whether or not the student is directly engaged in or attending to an activity that is relevant to the social studies curriculum.

(1) Other--any student activity not categorizable in the other seven categories.

(2) Consult T (1-1)--consultation with the teacher or an individual basis.

(3) Watch/listen T--watching or listening to the teacher.

(4) Watch/listen other--watching or listening to something other than the teacher, for example, slides, film strips, and movies.

(5) Construction activity--construction activity includes all activities directly related to the construction of a model or poster or other student product (except paper and pencil products).

(6) Reading

(7) Seatwork (P&P)--paper and pencil seatwork (e.g., completing exercises in workbook).

(21) Number of students engaged in the same activity--Record the number of students engaged in the same activity as the target student.

(22) Direct control of the teacher--If the student is engaged in a teacher led activity then record "1." If the student is working independently of the teacher, then record "0." If the student's activity has been categorized as non task related then this item is left blank.

(23) Student materials are coded by circling a maximum of five numbers corresponding to the categories described earlier (see 18).

CLASSROOM OBSERVATION RECORDING FORM

III-B-6

School	Class	ILS
[ ][ ]	[ ][ ]	[2][0][1]
1 2	4 5	10 11 12

ILS OBSERVATION FORM

Teacher _____ Month [ ][ ] Day [ ][ ] Year [ ][ ] [21-26]

Observer [ ][ ] Time Start [ ][ ][ ][ ] [27-32]

Time Finish [ ][ ][ ][ ] Elapsed Time [ ][ ] [33-38]

Number of Students [ ][ ] Number of Adults [ ] [39-41]

SWP	1	2	3	4	5	[42]
PA	1	2	3	4	5	[43]
SI	1	2	3	4	5	[44]
TO	1	2	3	4	5	[45]
W	1	2	3	4	5	[46]

Notes:

01 [29-30]

ILS 201

NAG [ ][ ] M 0 1 2 3 4 5 6 7 8 9 N 1 2 3 4 5 [31-34]

Teacher		Students			
No. S's Engaged [ ][ ] [35-36]					
Activity		Activity	[43-44]	[54-55]	[65-66]
Other	1	Non Task Related	0	0	0
Consultation (1-1)	2	Other	1	1	1
Discuss/Lecture	3	Consult T (1-1)	2	2	2
Working Alone	4	Watch/Listen T	3	3	3
Monitoring S's	5	Watch/Listen Other	4	4	4
Materials/Directions	6	Const. Activity	5	5	5
	[37]	Reading	6	6	6
		Seatwork (P&P)	7	7	7
			[45]	[56]	[67]
		No. S's Same Act.	[ ][ ] [46-47]	[ ][ ] [57-58]	[ ][ ] [68-69]
		Direct Control T (No = 0 Yes = 1)	[ ] [48]	[ ] [59]	[ ] [70]
Materials		Materials			
Standard Ref.	1	Standard Ref.	1	1	1
Printed (bound)	2	Printed (bound)	2	2	2
Printed (unbound)	3	Printed (unbound)	3	3	3
A/V equipment	4	A/V equipment	4	4	4
Const. Mat.	5	Const. Mat.	5	5	5
Home made mat.	6	Home made mat.	6	6	6
Natural objects	7	Natural objects	7	7	7
Other	8 [38-42]	Other	8 [49-53]	8 [60-64]	8 [71-75]

SOCIAL CLIMATE QUESTIONNAIRE

STUDENT QUESTIONNAIRE D

Name_____

Teacher_____

School_____

Date_____

The purpose of this questionnaire is to find out what your social studies class is like. Your task is to think about each of the statements on the following pages and decide how well it describes your class. As I read each statement aloud, you decide whether you strongly agree, agree, disagree, or strongly disagree with it. Mark your answer by circling the appropriate letter(s). Make only one circle for each item. Try this example.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I like to start work on new topics in social studies class.	SA	A	D	SD

There are no right or wrong answers. Your answers are private and no one in your school will see them. Please be sure to answer every question as honestly as you can.

		Strongly Agree	Agree	Disagree	Strongly Disagree	
1.	Pupils in my social studies class are encouraged to work on different kinds of activities.	SA	A	D	SD	[21]
2.	I don't know the reason for most of the things we do in social studies class.	SA	A	D	SD	[22]
3.	The work in social studies class is hard to do.	SA	A	D	SD	[23]
4.	I am often confused about what to do in social studies class.	SA	A	D	SD	[24]
5.	The books and materials I need for social studies are easy to find.	SA	A	D	SD	[25]
6.	In my social studies class, we all work at the same speed.	SA	A	D	SD	[26]
7.	Most pupils can do their work in social studies without help.	SA	A	D	SD	[27]
8.	Other pupils in my class are doing different social studies activities than I am.	SA	A	D	SD	[28]
9.	In social studies class, I can work at the speed I choose.	SA	A	D	SD	[29]
10.	Most pupils have a clear idea about what we are doing in social studies class.	SA	A	D	SD	[30]
11.	In social studies class, several different activities are going on at the same time.	SA	A	D	SD	[31]
12.	I cover the same amount of work as everyone else in this class.	SA	A	D	SD	[32]

	Strongly Agree	Agree	Disagree	Strongly Disagree	
13. Only the smart pupils can do the work in social studies class.	SA	A	D	SD	[33]
14. In my social studies class, most pupils work on the same thing at the same time.	SA	A	D	SD	[34]
15. Some pupils are expected to do more work in social studies than others.	SA	A	D	SD	[35]
16. In social studies class, the pupils usually know how to do their projects and assignments.	SA	A	D	SD	[36]
17. It is hard to find the things I need to do my assignments in social studies.	SA	A	D	SD	[37]
18. In this class, some pupils use different books and materials than other pupils.	SA	A	D	SD	[38]
19. I know what I will be doing next in social studies.	SA	A	D	SD	[39]
20. Some pupils in this class have longer social studies assignments than other pupils.	SA	A	D	SD	[40]
21. Pupils in our social studies class often find the work very difficult.	SA	A	D	SD	[41]
22. We never know what we will be doing in social studies from one day to the next.	SA	A	D	SD	[42]
23. Pupils who have trouble with social studies can get extra help.	SA	A	D	SD	[43]
24. Pupils are divided into several groups to do social studies.	SA	A	D	SD	[44]

	Strongly Agree	Agree	Disagree	Strongly Disagree	
25. Most pupils in our class say that social studies is easy.	SA	A	D	SD	[45]
26. Most of the pupils in my class know how to do their work.	SA	A	D	SD	[46]
27. In social studies class, some pupils are going through the work faster than others.	SA	A	D	SD	[47]
28. Over the school year, different pupils cover different amounts of work in social studies.	SA	A	D	SD	[48]
29. There is very little confusion about what to do in social studies class.	SA	A	D	SD	[49]
30. I find it hard to understand the work in social studies class.	SA	A	D	SD	[50]
31. The class members know exactly what they have to get finished in social studies class.	SA	A	D	SD	[51]
32. Pupils often compete with one another.	SA	A	D	SD	[52]
33. Even though pupils are interested in different things in social studies, we all work on the very same activities.	SA	A	D	SD	[53]
34. Our social studies class is set up so that some pupils can go fast, while others can go more slowly.	SA	A	D	SD	[54]
35. No matter what we study in social studies class, we always do it the same way.	SA	A	D	SD	[55]
36. I do more work in social studies than in most other subjects.	SA	A	D	SD	[56]

	Strongly Agree	Agree	Disagree	Strongly Disagree	
37. We know what to do in social studies.	SA	A	D	SD	[57]
38. There are often a lot of questions about how to do our social studies work.	SA	A	D	SD	[58]
39. The pupils in this class each have a copy of the same social studies textbook.	SA	A	D	SD	[59]
40. There are new and interesting things to look at in this room.	SA	A	D	SD	[60]
41. When there is social studies homework to do, each pupil in the class is given the same assignment.	SA	A	D	SD	[61]
42. Most pupils are slow to "catch on" to the work in social studies class.	SA	A	D	SD	[62]
43. Most things I do in social studies do not have a purpose.	SA	A	D	SD	[63]

Scoring Key For

Social Climate Questionnaire

The items in each subscale are presented below. Items marked with an asterisk are scored:

strongly agree - 1
agree - 2
disagree - 3
strongly disagree - 4

For all other items

strongly agree - 4
agree - 3
disagree - 2
strongly disagree - 1

Diversity	Clarity	Difficulty	Pace	Miscellaneous
1	2*	3	6*	5
8	4*	7*	9	17*
11	10	13	12*	32*
14*	19	16*	15	40
18	22*	21	20	
24	29	25*	23	
33*	31	26*	27	
35*	37	30	28	
39*	38*	36	34	
41*	43*	42		

TEACHER BACKGROUND QUESTIONNAIRE

Teacher Questionnaire C

Name_____

Grade_____

School_____

Date_____

The purpose of this questionnaire is to collect descriptive information on (1) teacher background and (2) social studies curricula. Please answer each item by circling the appropriate category.

The information given will be held in strict confidence.

Teacher Background Questionnaire (Continued)

1.	Age:	A. Less than 25 B. 25-34 C. 35-44 D. 45-54 E. 55 or over	[21]
2.	Sex:	A. Female B. Male	[22]
3.	University degrees (indicate highest degree obtained):	A. None B. Bachelor's C. Master's D. Other (please specify): _____	[23]
4.	Total number of years teaching experience:	A. 2 or less B. 3-4 C. 5-6 D. 7-8 E. 9 or more	[24]
5.	Number of years teaching experience with children aged 9-12:	A. 2 or less B. 3-4 C. 5-6 D. 7-8 E. 9 or more	[25]
6.	Number of years in present school:	A. 1 or less B. 2 C. 3 D. 4 E. 5 or more	[26]
7.	Number of different schools taught in (including present school):	A. 1 B. 2 C. 3 D. 4 E. 5 or more	[27]

8. Do you have teacher aides in your classroom?
   A. Yes [28]
   B. No

9. If you have teacher aides in your classroom, circle as many of the following categories as are appropriate.
   A. Parents [29]
   B. High school or other students [30]
   C. Student teachers [31]
   D. Paraprofessionals [32]
   E. Other (please specify [33]

   _____

10. How many hours per week on the average are you assisted by aides?
    A. None [34]
    B. 1-3 hours
    C. 4-6 hours
    D. 7-10 hours
    E. More than 10 hours

11. How many hours per week on the average are you assisted by teacher aides during social studies instruction?
    A. None [35]
    B. 1 hour
    C. 2 hours
    D. 3 hours
    E. 4 or more hours

The following questions concern the curriculum being used in social studies in your classroom.

12. Do the students in your classroom all use copies of standard social studies textbooks? [36]
   A. Yes
   B. No

   If yes, please specify title(s)

   _____

   _____

   _____

   _____

   _____

13. Are you a participant in the Man: A Course Of Study (MACOS) program? [37]
   A. Yes
   B. No

14. On the average, how many hours per week do you spend in social studies instruction? [38]
   A. None
   B. 1-2 hours
   C. 3-4 hours
   D. 5-6 hours
   E. 7 or more hours

15. How did you arrive at the learning objectives used in your social studies instruction? (Mark as many as are appropriate.)
   A. Textbooks [39]
   B. L.A. School District [40]
   C. Students [41]
   D. Generated my own [42]
   E. Other (Specify) [43]

   _____

   _____

DIMENSIONS OF SCHOOLING QUESTIONNAIRE

DIMENSIONS OF SCHOOLING QUESTIONNAIRE

School	Teacher	ILS
		1 0 3
1 2	4 5	10 11 12

Name _____

Grade(s) _____

School _____

Date _____ Month [ ][ ] Day [ ][ ] Year [7][5] [14-19]

The purpose of this questionnaire is to obtain a description of your class* on a variety of dimensions. PLEASE RESPOND TO THE ITEMS IN TERMS OF WHAT ACTUALLY HAPPENS IN YOUR SCHOOL SITUATION. DO NOT RESPOND IN TERMS OF WHAT YOU THINK SHOULD HAPPEN.

Each page contains several categories describing situations relating to one dimension of schooling. Read all the categories before responding to that dimension.

For each dimension, rate the categories in terms of the approximate percentage of time they occur in your class. Round off all approximations to the nearest 5%.
Rate as many or as few of the categories as you feel are appropriate for describing your class situation. Where a category does not apply, rate with a 0%.

* "Class" in this questionnaire is defined as the group of students assigned to you at this time.

Example Item:

Library Usage

		% of time
A.	Students go to the school library individually whenever they wish.	40
B.	Students go to the school library individually with the permission of their teachers.	55
C.	Students go to the school library in groups under the supervision of a teacher or librarian.	5
D.	Students go to the school library mainly outside regular school hours.	0
	check total	100

(must equal 100)

The response in the example describes a situation in which the most frequently occurring category is "B"; the second most frequently occurring category is "A"; the third most frequently occurring category is "C"; and "D" simply does not occur.

Remember, for each dimension (item), rate the categories with the appropriate percentage (0-100%). Answer all dimensions, making certain that each sum equals 100%.

Far West Laboratory for Educational Research and Development
1855 Folsom Street, San Francisco, California, 94103

(c) This questionnaire is a revised version of the original form developed by the Education Evaluation Program of the Ontario Institute for Studies in Education.

1. RULE-MAKING. This dimension is concerned with determining who makes the rules which govern school behavior.

	% of time
A. Rules for student conduct are made by the administrative staff (principal, vice principal).	
B. Rules for student conduct are made by the teachers.	
C. Rules for student conduct are made by the parents.	
D. Rules for student conduct are made by the students.	
	_____ check total (must equal 100)

2. RULE-ENFORCING. This dimension is concerned with determining who enforces the rules governing general school behavior.

	% of time
A. Rules for student conduct are enforced by the administrative staff (principal, vice principal).	
B. Rules for student conduct are enforced by the teachers.	
C. Rules for student conduct are enforced by the parents.	
D. Rules for student conduct are enforced by the students.	
	_____ check total (must equal 100)

3. FLEXIBILITY OF ENVIRONMENT. This dimension is concerned with who makes the decisions about the arrangement and the setting up of the learning area.

	% of time
A. The arrangement of furniture and equipment in the learning area is decided upon by the administrative staff and doesn't change frequently.	
B. The arrangement of furniture and equipment in the learning area is decided upon and changed by the teachers.	
C. The arrangement of furniture and equipment in the learning area is decided upon and changed by the students.	

_____ check total (must equal 100)

4. TIME SCHEDULING. This dimension is concerned with the amount of time which is blocked into teacher-scheduled or student-scheduled activities.

	% of time
A. Fully unscheduled: activities (e.g., math or other subjects, outdoor play, work with art materials, work on contracts, etc.) are not scheduled but occur as students' and/or teachers' interests dictate.	☐
B. Mostly unscheduled: activities are not scheduled for most of the day, but there are some activities (no more than 1/4 of the day) that are held at specific times (e.g., a math lesson given by a teacher who comes from outside the school, or a reading lesson).	☐
C. Scheduled and unscheduled: approximately 1/2 the day is unscheduled with the other 1/2 blocked into scheduled activities.	☐
D. Mostly scheduled: activities are scheduled for most of the day (about 3/4) but the rest of the time is left unscheduled so that activities occur as students' and/or teachers' interests dictate.	☐
E. Fully scheduled: the full day is organized into activities that occur according to some pre-arranged time-table.	☐
	_____ check total (must equal 100)

5. FREE TIME. This dimension is concerned with the amount of time during which students are free to pursue their own interests. Do not include independent study time where students work on projects, assignments, or contracts in a particular subject area.

	% of time
A. The entire day is available for students to pursue their own interests (free time).	
B. Half the day is available as free time.	
C. Between one and two hours of free time are available during the day.	
D. One hour of free time is available during the day.	
E. There is no free time available.	

_____ check total (must equal 100)

DIRECTIONS

The remaining items deal with issues which often depend upon the subject area being taught. For each item two response columns are provided. In the first column, labelled "all subjects", please respond in general terms (across all subject areas). In the second column labelled "social science only", restrict your answers so that they reflect, as closely as possible, the situation during your social science or social studies instruction. Sometimes your responses will be identical in both columns, sometimes they will not. Please fill in both columns for each of the remaining items.

6. DEFINING INSTRUCTIONAL OBJECTIVES. This dimension is concerned with who specifies the learning objectives.

	All Subjects	Social Science Only
	% of time	% of time
A. The objectives are defined by the administrative staff (school board, central administration, principal).		
B. Objectives are defined by teachers.		
C. Objectives are defined by parents.		
D. Objectives are defined by students.		
E. Objectives are not defined.		
	_____	_____

(Check totals, each must equal 100)

7. STUDENTS' MOBILITY. This dimension is concerned with the amount of freedom which students have to move around the school on a regular basis.

	All Subjects	Social Science Only
	% of time	% of time
A. Students do not need the permission of the teacher to leave the classroom, but are free to move in and out of the room (or area) to use the library, resource center, etc.		
B. Students must ask the teacher's permission to move in and out of the classroom to use the library, resource center, etc., but permission is usually given readily.		
C. Students move in and out of the classroom to use the library, resource center, etc. only in special circumstances (i.e., with special permission) or as class groups.		
	_____	_____

(Check totals, each must equal 100)

8. LEARNING ENVIRONMENT. This dimension concerns the size of the area used by students during the school day.

	All Subjects	Social Science Only
	% of time	% of time
A. Study and other activities take place at the student's desk or table.		
B. Study and other activities take place in a number of different locations (centers) within the classroom area.		
C. Study and other activities take place in a number of different locations (centers) within the school.		
D. Study and other activities take place on a fairly regular basis outside the school.		
	_____	_____

(Check totals, each must equal 100)

9. DEVELOPMENT OF MATERIALS. This dimension is concerned with the amount of personal involvement that teachers and students have in the development of materials for the classroom.

	All Subjects	Social Science Only
	% of time	% of time
A. There is little involvement of teacher and/or students in developing materials, i.e., materials in use are ready-to-use "packages" (e.g., reading series, sets of math texts, computer-assisted instruction, etc.).		
B. There is some involvement of teacher and/or students in developing materials, i.e., materials in use are things chosen by teachers, students, or others from a wide variety of sources in a ready-to-use form (e.g., books not in series, an abacus, a film, etc).		
C. There is a great deal of involvement of teacher and/or students in developing materials, i.e., materials in use have been developed, created or adapted by students, teachers, and others specifically for situations which arose in this classroom (e.g., collections of objects for use in working out math problems, books, tape recordings or films made by students or teachers, equipment built by parents, etc.).		
	_____	_____

(Check totals, each must equal 100)

10. SELECTION OF MATERIALS. This dimension is concerned with the involvement students have in selecting materials with which to work.

	All Subjects	Social Science Only
	% of time	% of time
A. Students choose for themselves from all the materials available and may bring in materials from outside the classroom.		
B. Students choose from alternatives suggested by the teacher.		
C. Students are assigned materials prescribed for them individually.		
D. Students are assigned materials prescribed to members of their subgroup of the class. (Same materials for all students in the same subgroup; different materials for each subgroup).		
E. Students are assigned materials prescribed to all members of their class. (Same materials for all students in the same class).		
	_____	_____

(Check totals, each must equal 100)

11. STUDENT INVOLVEMENT IN FORMULATING APPROACHES TO LEARNING. This dimension is concerned with the extent to which teachers help students arrive at approaches to learning and problem solving.

	All Subjects	Social Science Only
	% of time	% of time
A. Students formulate their own methods of learning and solving problems (e.g., a student studying the Arctic independently consults several people, looks in the card catalogue at the library, or writes to the government for information).		
B. Students choose from alternative methods suggested by the teacher for learning and solving problems (e.g., a student studying the Arctic asks the teacher for help; the teacher suggests two books, a film strip or writing to the government).		
C. Students are assigned methods by the teacher for learning and solving problems (e.g., a student studying the Arctic is assigned the tasks of writing a letter to the government, reading two books, and viewing a filmstrip).		
	_____	_____

(Check totals, each must equal 100)

IV-B-13

12. INDEPENDENT STUDY TIME. This dimension concerns the amount of time available each day for independent study; students work by themselves on projects of their choice but in keeping with the wide range objectives of the subject area.

	All Subjects	Social Science Only
	% of time	% of time
A. More than 3 hours of independent study time is available daily.		
B. There is usually 1-3 hours of independent study time available daily.		
C. There is usually 1/2-1 hour of independent study time available daily.		
D. There is no independent study time available.		
	107	108

(Check totals, each must equal 100)

13. PEER GROUP ASSISTANCE. This dimension is concerned with the extent to which students help other students with their school work.

	All Subjects	Social Science Only
	% of time	% of time
A. Students independently seek assistance in their schoolwork from peers or other students; this is a frequent occurrence in the class and is accepted and encouraged as a valid way of seeking solutions or of exploration.		
B. There is occasional student-to-student assistance on a somewhat formal teacher-initiated basis, e.g., the teacher assigns a good reader to help a poorer reader or arranges for a tutor.		
C. Assistance almost always comes from the teacher.		
	_____	_____

(Check totals, each must equal 100)

14. STUDENT PACING. This dimension is concerned with the pace at which the student works.

	All Subjects	Social Science Only
	% of time	% of time
A. The student is expected to work at a pace set for all members of the class.		
B. The student is expected to work at a pace set for the members of his subgroup.		
C. The student works at a pace prescribed for him individually.		
D. The student sets his own pace.		
	_____	_____

(Check totals, each must equal 100)

1 1

1 1 2

15. ATTENDANCE. This dimension is concerned with students' physical presence at class activities.

	All Subjects	Social Science Only
	% of time	% of time
A. Attendance at few activities of the class is required (e.g., a math lesson is scheduled; a student is involved in another project and chooses not to attend).	☐	☐
B. Attendance at about half the activities of the class is required (e.g., it is required that a student attend a reading lesson, but he may choose not to be present for a social studies lesson).	☐	☐
C. Attendance is required at most of the activities of the class.	☐	☐
D. Attendance at all the activities of the class is required.	☐	☐
	_____	_____

(Check totals, each must equal 100)

16. TEACHER ROLE. This dimension is concerned with the role the teacher plays in helping the student to learn.

	All Subjects	Social Science Only
	% of time	% of time
A. The teacher acts as a resource person to whom students come when seeking information and ideas.		
B. The teacher acts as a discussion leader on topics initiated by the students.		
C. The teacher acts as a discussion leader on topics of his/her choice.		
D. The teacher acts as a presenter of planned lessons.		
	_____	_____

(Check totals, each must equal 100)

17. TEACHER FOCUS. This dimension concerns the size of the student group addressed by the teacher at one time.

	All Subjects	Social Science Only
	% of time	% of time
A. The teacher directs attention to the class as a whole.		
B. The teacher directs attention to subgroups of the class.		
C. The teacher directs attention to individual students.		
	_____	_____

(Check totals, each must equal 100)

18. MEDIA USAGE. This dimension concerns the use of media as teaching aids in instruction.

	All Subjects	Social Science Only
	% of time	% of time
A. Books are the primary medium of instruction.	☐	☐
B. Books are augmented by media which are handled by the teacher, e.g., the teacher shows a film or plays a record for the class.	☐	☐
C. Books are augmented by media which students have ready access to and use themselves, e.g., tape recorders or videotape equipment or records.	☐	☐
	_____	_____

(Check totals, each must equal 100)

19. OTHER ADULT INVOLVEMENT. This dimension is concerned with the involvement of adults other than teachers in the classroom.

	All Subjects	Social Science Only
	% of time	% of time
A. All teaching is done by the regular classroom teacher and special subject teachers.	☐	☐
B. Although most of the teaching is done by the classroom and special teachers, occasionally there are visitors, parerts or volunteers who have special knowledge of a topic, or who help in a practical way in the classroom e.g., a student's mother who is a doctor may talk to a class about what doctors do, or a parent may help decorate the classroom for a party.	☐	☐
C. Although much of the teaching is done by the regular classroom teacher and special teachers, there are regularly involved parents, volunteers and frequent visitors who are welcome in the classroom and whose involvement is considered an important part of the learning experience (e.g., a parent spends an afternoon a week at the school working with the students in art or a university student comes regularly to tutor students in math).	☐	☐
	_____	_____

(Check totals, each must equal 100)

20. COOPERATIVE TEACHING. This dimension is concerned with the extent to which teachers plan and teach together.

	All Subjects	Social Science Only
	% of time	% of time
A. Teachers plan and teach independently of each other.	☐	☐
B. Teachers discuss and plan work together but teach independently.	☐	☐
C. Teachers discuss, plan, and work on special projects together but generally maintain independence in regular teaching.	☐	☐
D. Teachers discuss, plan, and work cooperatively so that they function as a coordinated unit.	☐	☐
	_____	_____

(Check totals, each must equal 100)

21. SUBGROUPING CRITERIA. This dimension is concerned with how subgroups within the class are developed.

	All Subjects	Social Science Only
	% of time	% of time
A. Students group themselves according to their own criteria (e.g., interests, friendships, etc.).	☐	☐
B. Students are grouped by the teacher on the basis of information about students' interests, aptitude, achievement, or social maturity.	☐	☐
C. Students are grouped by the teacher on the basis of random assignment, alphabetically, by sex, or by size.	☐	☐
	_____	_____

(Check totals, each must equal 100)

22. SUBGROUPING STABILITY. This dimension is concerned with the establishment and duration of subgroups within the class.

	All Subjects	Social Science Only
	% of time	% of time
A. Subgroups within the class are established for the duration of a specified period of time (e.g., for the school year or for a term).		
B. Subgroups within the class are established and/or recorganized when the teacher feels it is necessary and/or desirable (e.g., for a new activity or when students' interests change).		
C. Subgroups within the class are established and/or reorganized when students feel it is necessary and/or desirable (e.g., for a new activity or when students' interests change).		
	_____	_____

(Check totals, each must equal 100)

23. EVALUATION FOCUS. This dimension is concerned with the size of the group being evaluated.

	All Subjects	Social Science Only
	% of time	% of time
A. Evaluation procedures are the same for all students in the school.	☐	☐
B. Evaluation procedures are the same for all students in the class.	☐	☐
C. Evaluation procedures are the same for each student within a subgroup of the class, but differ from subgroup to subgroup.	☐	☐
D. Evaluation procedures are different for each student in the class.	☐	☐
	____	____

(Check totals, each must equal 100)

24. TIMING OF EVALUATION. This dimension is concerned with the time(s) at which evaluation takes place.

	All Subjects	Social Science Only
	% of time	% of time
A. Evaluation takes place at a few specified intervals (e.g., the end of each term).	☐	☐
B. Evaluation takes place at more frequent intervals (e.g., monthly or weekly).	☐	☐
C. Evaluation takes place all the time (e.g., daily).	☐	☐
	_____	_____

(Check totals, each must equal 100)

25. STUDENT ROLE IN EVALUATION. This dimension is concerned with the degree to which students plan how their evaluation is to take place, i.e., developing procedures, collecting and analyzing data, making judgments, deciding when evaluation takes place, etc.

	All Subjects	Social Science Only
	% of time	% of time
A. Students have the responsibility for planning and implementing evaluation procedures.	☐	☐
B. Teachers have the responsibility for planning and implementing evaluation procedures.	☐	☐
C. The administration has responsibility for planning and implementing evaluation procedures.	☐	☐
	____	____

(Check totals, each must equal 100)

26. EVALUATION PROCEDURES. This dimension is concerned with the types of tests and other evaluation instruments used in student evaluation.

	All Subjects	Social Science Only
	% of time	% of time
A. No formal tests are used; evaluation is based on work samples and anecdotal reports.		
B. Evaluation instruments used were developed in this classroom.		
C. Evaluation instruments used were developed within the school (by other teachers or in previous years).		
D. Standardized (commercial) instruments are used.		
	____	____

(Check totals, each must equal 100)

Scoring Key for

Dimensions of Schooling Questionnaire

Alternatives for each item are weighted according to the amount of program openness represented in the alternative. Weights assigned to the alternatives vary depending on the number of alternatives in the item.

# Alternatives	Least Open Alternative				Most Open Alternative
3	0		.5		1
4	0		.33	.66	1
5	0	.25	.50	.75	1

Item scores are obtained by finding the weighted average of the responses to each alternative. In the following items, alternatives are presented in order from least open to most open:

1	17
2	18
3	19
6	20
8	22
9	23
14	24

All other items are ordered from most open to least open.